Jessica Mandell

CBSE 7201

Wiki 6 Annotated Articles

Lesser, A. (2016). Teachers’ Perspectives in Using Disney Songs in the Music Classroom. *General Music Today*, *30*(1), 25-29. doi:10.1177/1048371316641987. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117638089&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117638089&site=ehost-live" \t "_blank)

For nearly 100 years, Disney has shaped children’s musical experiences through its empire of theme parks, movies, television programs, merchandising, multimedia, restaurants and hotels. For the incoming generation this is considered popular music. Integrating popular music into the public school curriculum has been a topic of debate among many educators and researchers. Songs from Disney, especially those from movies, television shows and performances are particularly significant to children of a variety of ages. This article focuses on comparing various perspectives of researchers and practicing educators as to their opinions regarding the use of Disney music, or specific Disney in their classrooms. This article also looks into the partnership that Disney holds with the educational market. Disney sponsors the education “Teacher of the Year” awards, scholarships, financial aid, internships and educational opportunities such as the Disney College Program and Disney’s Imagicademy. Not only does this article explore the positive outlook on Disney’s relationship with education, some researchers oppose to using Disney music in the classroom as an entity. This article caught my attention because this is something that I would test in my own classroom. As a child, I was influenced by all things Disney and I would love the chance to see how influential it is in the development of my students’ culture in the classroom.

Riley, P. (2016). iPad Apps for Creating in Your General Music Classroom. *General Music Today*, *29*(2), 4-13. doi:10.1177/1048371315594408. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=111943539&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=111943539&site=ehost-live" \t "_blank)

This article speaks to the integration of music and technology in the classroom. It is vital for students to be cultured in music from a young age. What better way to get their attention than using devices that their eyes are glued to. I-pads and computers are engaging and dynamic teaching and learning tools that are increasingly prevalent in elementary schools. This article is helpful for all educators looking for guidance to incorporate music and technology in their classrooms. It features recommended apps, detailed descriptions of their use and teaching suggestions.

Liao, M., & Campbell, P. S. (2014). An analysis of song-leading by kindergarten teachers in Taiwan and the USA. *Music Education Research*, *16*(2), 144-161. doi:10.1080/14613808.2013.851661. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95573221&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95573221&site=ehost-live" \t "_blank)

The purpose of this study was to examine the components of the incorporation of singing songs in Kindergarten in Taiwan and the United States. Five public schools in both Taiwan and the United States participated in this study on a voluntary basis. They were asked to teach six different children’s songs at different times of the day to test the children’s focused attention. This study indicated that regardless of the students’ nationality, the songs sung by the Kindergarten classes were more effective when the teacher had previous vocal skills or training. This goes to show that if teachers are required to teach or utilize music in the classroom setting then they should receive professional development or training on how to execute these lessons or activates.

Gluschankof, C., & Kenney, S. H. (2011). Music Literacy in an Israeli Kindergarten. *General Music Today*, *25*(1), 45-49. doi:10.1177/1048371311414880. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=74975663&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=74975663&site=ehost-live" \t "_blank)

This article focuses on a music program in a Kindergarten classroom in Israel. While this article does not focus on a classroom in the United States, it is still viable research that I can use for the research I have to conduct in my own classroom. This article consists of stories and experiences of young children that engaged in music making in the classroom. They incorporated performances into their curriculum and took a look at the impact it had on academic achievement. It will be interesting to see what I can learn and take away from these stories to bring to my own classroom and research.

MATTAR, J. (2013). The effect of mozart’s music on child development in a jorganian kindergarten. *Education*, *133*(3), 370-377. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=88143688&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=88143688&site=ehost-live" \t "_blank)

This article focuses on the idea that young children who listen to music on a regular basis demonstrate better development than those who do not. As children grow, their social, cognitive and physical skills can be enhanced by their relationship and interaction with music. The music used in this study was Mozart. Mozart was introduced to the children’s environment as a sensory background noise for the standard curriculum, in order to see identify the impact it had on the development of Kindergarten students. Out of forty-two children, half of them participated in an experimental group exposed to music composed by Mozart and the other half participated in a control group with no music. The results favored the incorporation of Mozart in classrooms, showing a significant statistical difference in social, cognitive and physical development of the participants. Therefore music can be an important part of any educational setting. It provides a positive atmosphere, which helps children enhance academic achievement and development.

References:

Gluschankof, C., & Kenney, S. H. (2011). Music Literacy in an Israeli Kindergarten. *General Music Today*, *25*(1), 45-49. doi:10.1177/1048371311414880. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=74975663&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=74975663&site=ehost-live" \t "_blank)

Lesser, A. (2016). Teachers’ Perspectives in Using Disney Songs in the Music Classroom. *General Music Today*, *30*(1), 25-29. doi:10.1177/1048371316641987. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117638089&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=117638089&site=ehost-live" \t "_blank)

Liao, M., & Campbell, P. S. (2014). An analysis of song-leading by kindergarten teachers in Taiwan and the USA. *Music Education Research*, *16*(2), 144-161. doi:10.1080/14613808.2013.851661. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95573221&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=95573221&site=ehost-live" \t "_blank)

Mattar, J. (2013). The effect of mozart’s music on child development in a jorganian kindergarten. *Education*, *133*(3), 370-377. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=88143688&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=88143688&site=ehost-live" \t "_blank)

Riley, P. (2016). iPad Apps for Creating in Your General Music Classroom. *General Music Today*, *29*(2), 4-13. doi:10.1177/1048371315594408. [http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=111943539&site=ehost-live](http://ez-proxy.brooklyn.cuny.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=111943539&site=ehost-live" \t "_blank)